DOCUMENT RESUME

ED 255 094 HE 016 647

TITLE	Teaching about War, Peace, Conflict and Change: A Self-Assessment and Planning Process.
INSTITUTION	United Ministries in Education, Valley Forge, Pa.
PUB DATE	82
NOTE	31p.; Product of the Peacemaking, Militarism and Education Program. Portions are printed on colored paper.
AVAILABLE FROM	United Ministries in Education, c/o Educational Ministries, American Baptist Churches, Valley Forge, PA 19481 ($2.50).
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Check Lists; *College Programs; *Conflict Resolution; *Course Content; Departments; Evaluation Methods; Foreign Policy; Higher Education; Holistic Approach; Institutional Research; *International Relations; Peace; *Self Evaluation (Groups); War; *World Affairs

ABSTRACT

A guide to help colleges examine teaching and inquiry in the area of war, peace, conflict, and change is presented. The self-study of educational activities may be coordinated by the campus minister or a faculty member. The following broad areas of inquiry are identified, along with specific questions: international conflict, the U.S. role in world affairs, the understanding of other cultures and political and economic systems, the nature of social change, the exercise of power, and skills and dynamics of citizen involvement in social and political institutions. The value of the following principles of higher education on the self-study is also considered: academic freedom, the college's responsibility for promoting student development, the college's public responsibility, and educating the whole person. A list of the sequence of events for the self-study is provided, along with an outline of the responsibilities of the survey team and the team that will implement the assessment. Also outlined are objectives and activities of introductory and followup colloquia that support the assessment process. Supplementary materials include: cognitive, affective, and practical goals worksheets for departments/programs and course/activities; and checklists and questions to evaluate the coverage of the inquiry areas by courses. (SW)

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TEACHING ABOUT WAR, PEACE, CONFLICT AND CHANGE

A SELF-ASSESSMENT AND PLANNING PROCESS

THIS RESOURCE IS INTENDED TO HELP PEOPLE IN A COLLEGE, UNIVERSITY, OR OTHER INSTITUTION OF HIGHER EDUCATION EXAMINE ITS TEACHING AND INQUIRY IN THE AREA OF WAR, PEACE, CONFLICT AND CHANGE. IT IS EXPECTED THAT THE CAMPUS MINISTER OR A CONCERNED FACULTY PERSON WILL COORDINATE A GROUP OF PEOPLE WHO WILL DO THE RESEARCH REQUIRED.

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THIS GUIDE IS ITSELF IN PROCESS. AS YOU USE IT AND NEED TO MAKE CHANGES TO FIT YOUR SITUATION, PLEASE LET US KNOW. WHAT WORKS WELL FOR YOU MIGHT BE HELPFUL FOR SOMEONE ELSE. WE ARE ALSO INTERESTED IN KNOWING HOW AND BY WHOM THE GUIDE IS USED. PLEASE SHARE WHAT YOU DO AND CHANGES YOU SUGGEST WITH:

LOWELL LIVEZEY
43 HIBBEN ROAD
PRINCETON NJ 08540
(609) 924-5943

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PURPOSES AND ASSUMPTIONS

This is a process by which a college, university or other institution of higher education can examine its teaching and inquiry in the area of war, peace, conflict and change.

This self-study looks at all parts of the institution to see how their educational activities contribute to the understanding of war, peace, conflict and change. Six broad questions provide a framework for discovering what is taught, conveyed, reinforced or taken for granted about this constellation of issues. The questions cover education about:

The nature, sources and resolution of international conflict.
The role of the United States of America in world affairs.
The understanding of other cultures, political and economic systems.
The future, its relationship to the past, and the nature of social change.
The means of conducting conflict and of exercising power.
The skills and dynamics of citizen participation in social and political institutions.

This study may sound at first as if it would be concerned with the "social responsibilities of the modern university," to quote the subtitle of an important recent book on the subject. And such a conclusion would not be entirely wrong. We do include among our assumptions that colleges and universities have social responsibilities and that these intersect with the problems of war and peace. The Peacemaking, Militarism and Education Program of United Ministries in Education is motivated in part by the hope and belief that American colleges and universities are among the many resources by which this country can contribute to the peace, security and freedom of the world.

Yet it would be misleading to single out for emphasis the assumption of "social responsibility." For this would tend to point, in the words of the main title of the same book, "beyond the ivory tower." That is, it would seem to suggest a focus on what the college or university is doing to and for society and the world. And that would be to focus on a part rather than the whole, and certainly not the heart of the matter.

The primary responsibility of the modern university is educational. Its legitimacy and worth consist in the quality and integrity of the teaching and inquiry that it sustains. Although these educational activities affect the society, the university has its own integrity, its community and its mission in terms of which its responsibilities -- both social and educational -- must be defined, fulfilled and evaluated.

It is with educational responsibilities and activities that this self-study is concerned. It is guided by the highest principles of higher education in a free society. It is intended to help strengthen and enrich the community of learning not just advance the social cause of peace.

PRINCIPLES OF HIGHER EDUCATION

The inquiry concerning education about these questions has been structured within the framework of general principles of higher education, and it should be implemented with respect for these principles. However, since the principles are rather broad, each institution will have to use them in a way appropriate to itself.

In the following section, some of the principles of higher education are listed. Set forth briefly here is how these principles have motivated and are embodied in this self-study and to suggest how they will continue to be relevant in the self-study process.

Academic Freedom

Perhaps more than any other value, academic freedom is the bedrock of education in a free society. It affects the institution as a whole as well as faculty and students. This self-study must be mindful of academic freedom in two ways.

First, it must never serve as an instrument by which academic freedom is denied or restricted. Any evaluations, recommendations or judgments resulting from this study must be consistent with the principle.

Secondly, the self-study should take note of any evidence of infringements on this freedom -- undue influence of government, contributors, pressure groups or public opinion on the institution or its members, or restriction on the free exchange of ideas within the institution.

The University and the Individual Student

Every college and university accepts responsibility for its students, usually to prepare them in certain ways for life after graduation. Whether these preparations are general or particular, aesthetic or practical, personal or professional, depends upon the choices made by its faculty and administration. This self-study assumes that most students will need to deal with issues of war, peace, conflict and change as professionals, as citizens, or simply as individual human beings. While it makes no assumptions about how a particular institution should contribute to the student's capacity to do so, it does assume that the institution should be self-conscious and deliberate about what its contribution is. Moreover, it is assumed that the institution's role should be reconsidered periodically in view of the rapid change in the character and importance of these issues.

The University and the Public Good

Practically every institution of higher education was constituted and is supported for reasons that go beyond its intrinsic value and beyond its direct benefit to individuals. Early universities contributed leaders and ideas for the good of the country. Land grant colleges were an instrument of westward expansion. Seminaries intended a "learned piety" not only for the churches

but for a Christian nation and its missions to other lands. Professional schools served to develop the professions -- not just the individual professionals -- for the benefit of the whole population. It is generally accepted that both the research and the teaching programs of contemporary higher education contribute to the health, wealth and wisdom of the country -- not only of the individuals in their private capacity.

Each institution must decide for itself just how its public responsibility is to be expressed with respect to the issues of war, peace, conflict and change. But it should not be satisfied to see this as an unplanned by-product of its other activities. The security of the nation, the peace of the world, and the freedom of individuals at home and abroad are as salient today as was the taming of the frontier a century ago. While the self-study makes no assumption about the nature of the public responsibility of a particular institution, it does assume that the colleges and universities involved will be defining their responsibility in a self-conscious and systematic way. The self-study is offered as an aid in the process.

Educating the Whole Person

The educational process can hardly avoid engaging the whole person -- increasing knowledge, influencing attitudes and values, developing skills. But the mix of these three dimensions of education varies greatly. Sometimes the variation follows logically from the purpose of the education with liberal arts education emphasizing knowledge, professional training stressing skills, and religious teaching seeking to promote certain values. On the other hand, the emphasis or lack of it, on one or two of these dimensions at the expense of the others may be unconscious, unintentional or based in disagreement about the value of the three dimensions.

The issues of war, peace, conflict and change bring these dimensions of educaiton to the surface in unavoidable ways. This may be most obvious in the value-content and the skill-training that are present in most programs of both military studies and peace studies. Upon examination, almost any curriculum will be seen to reflect choices about all of these dimensions.

The self-study is designed to make these choices available for open-minded consideration. While it assumes that all three dimensions have legitimate place in education about war, peace, conflict and change, it also assumes that the role, emphasis and content of each dimension is a complex matter to be worked out by those responsible in each college and university. The self-study is designed to contribute to this process.

The Whole and Its Parts

The freedom and autonomy of the individual scholar is valued highly partly because of the presence in the same institution of other individual scholars working in complementary ways. The whole is good -- rich, coherent, balanced, dynamic, etc. -- in part because of the diversity, including the conflicts and contradictions, among the individuals and sub-groups of which it is comprised.

For example, a small church-related liberal arts college might consider it a virtue to have a Marxist economist on its faculty, but not a virtue to have all its faculty be Marxist. Such a school might consider having some faculty members who are not practicing Christians, notwithstanding an overall Christian orientation and constituency.

The self-study is primarily concerned with the institution as a whole with its institutional character and impact. The institution is made up of parts -- faculty, departments, courses, students, extra-curricular activities, etc. -- and the parts must be looked at, one by one, for the study to be honest and real. But significance can be attributed to the parts only in the context of the whole. This is as true of an ROTC program as it is of a peace studies program; as true of a course in Thucydides as of the requirements for a masters degree in international relations. The study is designed not to identify good things or bad things about the curriculum. It is designed to produce understanding -- thorough, critical understanding of the ways the institution, in its many parts, educates about the issues of war and peace. It then becomes possible to consider how satisfactory this education is and whether and how it should be supplemented or changed.

RESULTS

The possible results of the self-study are as diverse as the institutions that undertake it. The addition, deletion or modification of a program specifically addressed to war/peace issues (e.g., ROTC, peace studies, etc.) might be possible. NO changes except increase self-awareness on the part of the students, faculty, and administration involved is possible. Who is to say what would be the most important? And in between these two extremes are manifold possibilities of enriched and diversified curriculum, supplementary special programs, enlightened perspectives and increased excitement and commitment. It is possible that out-dated or redundant educational activities might be discontinued or consolidated with something else.

The results cannot be predicted in advance. With faith in self-understanding, reasoned dialogue and mutual effort, we can reasonably assume that the results will be for the common good.

SEQUENCE OF EVENTS AND ACTIVITIES

DATE SCHEDULED

_____ 1. Decision to undertake the process
Authorization by administration or faculty, as appropriate
Formation of LEADERSHIP TEAM - those who will plan for and implement the assessment

_____ 2. Recruiting of SURVEY TEAM - those who gather the basic information - a representative of each department and program(including extracurricular) to be included in the assessment

_____ 3. COLLOQUIUM I to introduce people to the process

_____ 4. SURVEY TEAM works on goals

_____ 5. COLLOQUIUM II to work with goals and assignment of inquiry areas to courses/programs

_____ 6. SURVEY TEAM members study departments and programs. Each member prepares a summary of data collected and a brief essay on the department or program studied.

_____ 7. LEADERSHIP TEAM prepares comprehensive assessment and draft report based on essays and data summaries from the SURVEY TEAM members

_____ 8. COLLOQUIUM III for critical discussion and refinement of the draft report

_____ 9. LEADERSHIP TEAM prepares final report and recommendations

_____ 10. Follow-through activities to implement or to get appropriate consideration of the recommendations

RESPONSIBILITIES OF LEADERSHIP TEAM

LEADERSHIP TEAM - those who will plan for and implement the assessment

The LEADERSHIP TEAM will...
...secure necessary authorization
...negotiate cooperation with the administration, faculty and others, as needed [including, if the Leadership Team does not include at least one Dean, negotiating for a Dean to act as liaison who will attend the Colloquiua and carry recommendations to appropriate channels]
...recruit people for the survey team
...support and, as needed, assist the survey team
...plan for and manage the Colloquiua, including inviting participants and providing appropriate information about the sessions, as needed
...prepare the comprehensive assessment and draft report to be discussed and refined at Colloquium II
...integrate and interpret data generated by the assessment
...develop recommendations
...write the final report
...follow through on implementation or getting appropriate consideration of the recommendations

The LEADERSHIP TEAM must include people who...
...have or can evoke the respect of the faculty and administration
...have the intellectual ability to analyze and interpret extensive data
...are willing to devote the time and effort required

The whole process is intended to clarify how, how well, and to what extent the institution educates people about war, peace, conflict and change. It should help disclose how the activities of the institution increase the students' **knowledge** about these matters, influence their **attitudes and values** toward these matters, and contribute to their **capacity to act** with respect to these matters.

The scope of the inquiry is specified in six broad inquiry areas: international conflict, role of the USA in world affairs, other cultures and people, the future and change, means of conducting conflict, and the students' capacity to act. For a complete listing of the questions and sub-questions see Resource #9.

The Colloquia and the Survey Team will have generated an enormous data and many pages of analysis and insight. This material is significant in itself. Each academic department and extra-curricular program has, to some extent, a life of its own and its "message" should be examined in part without reference to the rest of the institution. This is one contribution of the reports by the Survey Team.

These diverse findings are mainly significant when considered in the context of the whole institution. It is this comprehensive assessment that the Leadership Team is undertaking in this project. These pages are intended as an aid in that process. In brief, they will guide the group in a process of looking at the whole institution from the perspective of each of the six areas of inquiry. This will provide a counterbalance to the disciplinary (department by department) approach of the Survey Team and help to identify relationships (whether complementary or contradictory) among the departments and programs.

The questions of Resource #9 are the heart of this self-study. However, the particular formulation is not essential and may not be sufficient. You should change them or add to them as needed. In the end, the Leadership Team must give a meaningful, coherent interpretation in the best way possible. Work with the Survey Team in its collecting of the data. Then go through their work. This is, in itself, a big project so you may not get to the next step for a while.

The Integrative Assessment Guide below may be helpful in reaching conclusions and recommendations. It can be used as a basis for preparing a draft of the final report which should have two parts: Findings, Recommendations. The draft should be prepared for discussion and refinement at Colloquium III and be revised after the Colloquium has happened. The revised report will provide a basis for follow-through activities that may be undertaken.

INTEGRATIVE ASSESSMENT GUIDE

In view of the work of the Survey Team and our analysis of our institution, what conclusions can be drawn?

1. How well are we serving students who have a primary interest in war, peace, conflict and change? What are the strengths and weaknesses in our present programs and activities? Should it be improved? How?

2. How well are we serving our student body (or broader constituency) as a whole with respect to these issues?
   - Are these issues being brought sufficiently to the attention of the people?
   - Is a responsible, creative interpretation being presented?
   - Are we avoiding harm -- through biased information, unquestioned values, compacency, etc.?
   - Are major changes needed or worthy of consideration?

3. In the education about war, peace, conflict and change, is there a good balance among cognitive, affective and practical dimensions?
   - If not, what should be recommended?
   - If so, are there exceptions -- departments, programs, courses, etc. -- that should consider modifications?

4. What recommendations are in order?

RESPONSIBILITIES OF SURVEY TEAM

SURVEY TEAM - representatives of each department/program to be included
The SURVEY TEAM will...
...provide a statement of the goals for the assigned department/program
...participate in the three Colloquiua
...conduct research using data-collection instruments provided
...collate and summarize data collected
...write a brief essay on the department/program based on the data collected

The task of the Survey Team member is to analyze the teaching in an assigned department or program concerning war, peace, conflict, and change. Three kinds of products are expected:

1. Filled-in data sheets, Resources #6, 10, 11
2. A summary in outline form of the data on the resource sheets
3. An essay of 10-20 pages presenting your conclusions based on the information in the data sheets

The combination of outline and narrative form, though redundant, is intentional. The narrative provides an opportunity for nuance, interpretation and judgment that is essential to understanding what is not evident in lists of facts. The data sheets guard against an overly impressionistic interpretation as well as providing a basis for conclusions as objective as possible. The summaries will facilitate the creation of a comprehensive picture.

Construe broadly the idea of "teaching about war, peace, conflict and change." It includes not only explicit instruction about these issues but also the full range of knowledge, attitudes and skills that affect students' education on these matters. Be as inclusive as possible. In marginal cases, include rather than exclude items which are being questioned. More is to be gained than lost by the inclusion of information that only might be relevant.

Pay attention to all six inquiry areas with their questions. These define the scope of the survey. However, different questions will be mainly relevant to different departments and programs.

Be attentive to all three dimensions of education - knowledge, attitudes and skills(cognitive, affective, and practical). All of these dimensions are not likely to be evident in all departments nor in all courses of any department or program. But if they are not, that is also significant and should be noted.

Team members may recruit others to assist in the assessment. In departments like political science, history and international relations, large numbers of relevant courses will lead to a lot of detail work. Some sharing of that load may be helpful. However, the Survey Team member should prepare the summary of the data and write the essay.

COLLOQUIUM I

This session is designed to introduce the assessment process to those participating in it and to enlist or strengthen their cooperation.

ASSUMPTIONS and IMPLICATIONS:
1. Authorization may not have been sufficiently secured before this session SO it must be designed either to secure that authorization or to reinforce it.
2. Participants in the process must have a clear understanding of the time and effort involved SO in this session they will have an opportunity to commit themselves anew to active participation.
3. Both the process and the institution are complex systems SO in this session the process will be considered by pieces in order that people may understand it.
4. Ninety minute sessions with at least a thirty minute break between them provides optimum participation possibilities SO this session and others in the assessment will be in that pattern.

OBJECTIVES:
By the end of this session, participants will have...
1. Considered the aims of the assessment, offering suggestions for making the assessment as beneficial to the institution as possible.
2. Developed a common understanding of the inquiry areas and the questions to be asked.
3. Considered the three kinds of goals (cognitive, affective, practical)
4. Generated sufficient interest and commitment to carry through on respective assignments.
5. Committed themselves to active participation in the process.
This commitment will be in different forms for the various participants:
ADMINISTRATION - authorization to proceed with commitment to participate as needed.
LEADERSHIP TEAM - willingness to expend the required time and energy to complete the assignments.
SURVEY TEAM - willingness to work through the assignments as negotiated.

SCHEDULE:
Two 90-minute sessions

PROPOSED PROCESS:

TIME	ACTIVITY	LEADER BEHAVIOR
30 min.	Getting acquainted and getting into the inquiry areas	Assume that some people in the group do not know the names of all the other people. If you ask if they do, most people will say yes even if they do not. SO plan to have people say their names and their relationship to the institution on a first round of the group.

TIME	ACTIVITY	LEADER BEHAVIOR
		Say something like: Our focus for this session and the assessment process is on war, peace, conflict and change. I'm aware of much activity in the world around these issues. For instance, in the news this week I have been hearing about... Let us go around the group, saying our first names one more time and each telling us with a word or phrase something related to war, peace, conflict or change of which you are aware these days. Make notes of the contributions of the group and if any of the four issues have been omitted in the comments, identify that with the group and ask what anyone is hearing about X.
15 min.	Introducing whole process	Hand out Resource Sheet #1 - purposes and assumptions for the whole process and walk the group through those. Note the three sections to this statement -- introduction, principles of higher education, results. This section should be brief. Indicate that the members of the group will have an opportunity to work with these later. You may want to hand out Resource #2 - Sequence of events and explain where in the process this Colloquium fits, drawing on newsprint or chalkboard a chart of the whole process:

deciding to do it	COL.I -getting people involved	getting data on courses and goals	COL.II -checking goals/ courses	doing the assess- ment	COL.III discuss- ing, refining	writing final report	begin- ing the imple- mentation

Talk about the intentions of this Colloquium and describe the process for this session.

30 min.	Considering inquiry areas in small groups	Hand out Resource Sheet #5 - the listing of the six inquiry areas and questions. Divide into groups of 5-12 people and ask them to decide if and what changes need to be made in these inquiry areas and questions so they will fit for their institution. Tell them that they have about five minutes to spend on each of the six inquiry areas. Tell them they can add changes later and not to feel too frustrated because the time is so short.
25 min.	Reporting from small groups	In the whole group, ask for reports from the small groups and record changes being proposed. If some change appears to have consensus, identify that. Tell them that the LEADERSHIP TEAM will revise the questions taking account of their input.

TIME	ACTIVITY	LEADER BEHAVIOR
5 min.	Releasing people for a break	Announce the work for the second 90-minute session and tell them that during the 30-minute break they should do something other than work on these matters to give their brains and spirits as well as their bodies a break.

30-minute break - if at all possible, really give the people this amount of time. Breaks of only 15 minutes are not long enough to unhook from the content or even for dealing with bodily needs. People often take longer than that, come into the second half of the time late and feeling guilty.

10 min.	Considering educational goals	Do a short spin on the importance of wholistic education - that which includes cognitive, affective and practical dimensions. Depending on your situation, use illustrations that are exaggerated like: A piano course which has no practice time. An elementary ed course with only practice.
10 min.	Identifying goals for a course	Hand out Resource #6. Ask each person to fill out the sheet, noting first the place for identifying the dept./program to whom the goals listed apply. Then listing if possible at least one goal for each kind of goal.
20 min.	Talking about goals	In random groups(not by departments), ask them to share their individual work and suggest changes in the worksheet as needed.
20 min.	Sharing work from small groups	In the whole group, ask for reports from the groups. Again, indicate that the LEADERSHIP TEAM will revise the worksheet, taking account of their proposals.
20 min.	Talking through the process	Using Resource #2, talk through the process and schedule. A version which fits your situation will need to be created by the LEADERSHIP TEAM prior to this session. Explain, in particular, that the work just done on goals using Resource #6 will be continued by the SURVEY TEAM and provide the basis for part of COLLOQUIUM II.
10 min.	Commitment to the process	In whatever way is appropriate to your situation, ask the people to state or restate their commitment to the process. At this time, you ought to know who is going to be willing to do what.

INQUIRY AREAS AND BASIC QUESTIONS

A. INTERNATIONAL CONFLICT

What is taught or presupposed about the nature, sources, and resolution of international conflict, and about the means by which it can or should be conducted?

B. ROLE OF THE USA IN WORLD AFFAIRS

What knowledge, attitudes and skills are offered concerning the United States acting in world affairs -- especially, as a contributor to war or peace?

C. OTHER CULTURES AND PEOPLE

What knowledge, attitudes and skills are offered to help students understand other cultures and relate to people of other cultures?

D. THE FUTURE AND CHANGE

How are the future, its relationship to the past, and the nature of social and historical change interpreted? Are these concepts dealt with as matters of fact (knowledge), attitudes and values, and/or the practical capacities to act for change?

E. MEANS OF CONDUCTING CONFLICT

What attitudes and values about the means of conducting conflict, both domestically and internationally are promoted?

F. STUDENTS' CAPACITY TO ACT

In what ways are the capacities of students enhanced so in respect to war, peace and world affairs, they will act as citizens, participate in institutions, and cope as individual human beings?

PEACEMAKING, MILITARISM, AND EDUCATION PROGRAM
United Ministries in Education

Teaching About War, Peace, Conflict and Change — Resource # 6-A
A Self-assessment and Planning Process

GOALS WORKSHEET FOR DEPARTMENTS/PROGRAMS-COURSES/ACTIVITIES

C O G N I T I V E

_____ _____
name of survey team member — department/program

The following goals apply to: _____ THE WHOLE DEPARTMENT/PROGRAM
_____ Majors in the department
_____ Introductory courses
_____ The student body in general
_____ Other(specify) _____
_____ A PARTICULAR COURSE/ACTIVITY(specify)
_____

[Note that sheets are provided for cognitive, affective, and practical goals.]

The goals are: _____ the official goals of the department/program
_____ the Survey Team member's statement of the goals of the department/program

[Use additional sheets, if necessary.]

What KNOWLEDGE are students(participants) expected to gain?

GOALS WORKSHEET FOR DEPARTMENTS/PROGRAMS-COURSES/ACTIVITIES

A F F E C T I V E

name of survey team member _____ department/program _____

The following goals apply to: ____ THE WHOLE DEPARTMENT/PROGRAM
_____ Majors in the department
_____ Introductory courses
_____ The student body in general
_____ Other(specify) _____
____ A PARTICULAR COURSE/ACTIVITY(specify) _____

[Note that sheets are provided for cognitive, affective, and practical goals.]

The goals are: _____ the official goals of the department/program
_____ the Survey Team member's statement of the goals of the department/program

[Use additional sheets, if necessary.]

What ATTITUDES are students expected to develop?

GOALS WORKSHEET FOR DEPARTMENTS/PROGRAMS-COURSES/ACTIVITIES

P R A C T I C A L

name of survey team member _____ department/program _____

The following goals apply to: _____ THE WHOLE DEPARTMENT/PROGRAM
_____ Majors in the department
_____ Introductory courses
_____ The student body in general
_____ Other(specify) _____
_____ A PARTICULAR COURSE/ACTIVITY(specify) _____

[Note that sheets are provided for cognitive, affective, and practical goals.]

The goals are: _____ the official goals of the department/program
_____ the Survey Team member's statement of the goals of the department/program

[Use additional sheets, if necessary.]

What SKILLS are students expected to be able to do?

COLLOQUIUM II

This session is intended to check the work done on goals, to affirm the inquiry areas and to motivate the participants for further work.

ASSUMPTIONS AND IMPLICATIONS:
1. People sometimes get discouraged when they are working on a complex process SO this session is intended to encourage and motivate further involvement.
2. The inquiry areas and questions provided may not fit the institution SO in this session, people are given an opportunity to suggest changes and additions.
3. Before using a portion of a construct, it is wise to check the validity of work done in that area SO the work done on goals by the SURVEY TEAM is to be checked in this session.
4. In a complex process, people need to be reminded of where they are SO part of this session gives that context again.

OBJECTIVES:
By the end of this session, participants will have...
1. Heard a context on how the present activity fits into the whole.
2. Discussed the work done so far on goals of the courses/activities.
3. Considered the inquiry areas and had the opportunity to suggest changes and adaptations.
4. Marked their assessment of the extent of attention paid to the inquiry areas in the courses/activities of the institution.
5. Had a chance to offer comments and criticisms of the process so far.
6. Made or renewed their commitment to work further with the process.

PREPARATION BY THE LEADERSHIP TEAM:
1. Secure from the members of the SURVEY TEAM their work on stating goals as on Resource #6. This work will be the basis for discussion during the first half of this session.
2. Make up to eight copies of the work in #1 above. The number will depend on the number of people who will be in each small group.
3. Prepare the course list using Resource #8 and make up to 12 copies (depending on the anticipated size of small groups).

TIME	ACTIVITY	LEADER BEHAVIOR
20 min.	Introduction	Ask the President, Provost, Dean or other person to speak of the endorsement of the process and reassure the participants that their efforts are appreciated. This should be in the form of a good-natured greeting -- not a "you are hereby authorized" statement.

TIME	ACTIVITY	LEADER BEHAVIOR
		Explain where in the process this Colloquium fits, drawing on newsprint or chalkboard a chart of the whole process:

deciding to do it	COL.I -getting people involved	getting data on courses and goals	COL.II -checking goals/ courses	doing the assess- ment	COL.III discuss- ing, refining	writing final report	begin- ing the imple- mentation

		Talk about the intentions of this Colloquium and describe the process for this session.
35 min.	Checking out the work on goals	Assign three Survey Team members from different departments to a group. Add others to form a small group of no more than eight people. Ask Survey Team members to present the work they did on the departments/courses using Worksheet #6.
		Based on the three presentations, discuss the three questions:

1. Which of the kinds of learning goals dominates - cognitive(knowledge), affective(attitudes), practical(skills)?
2. What are the main similarities and differences among the goals of the departments and programs represented in the group?
3. How do our learning goals correlate with the courses and other educational activities offered?

		Choose one of the departments/programs to present to the whole group. Selection should be for positive reasons -- the department is doing a good job or the presentation was well-done -- rather than having a focus on negative factors.
35 min.	Sharing small group	Hear from small groups. Manage the time carefully so each group has a chance to say at least one sentence about their small group work. If time is short, ask that the reports deal with only one aspect of the questions raised or the discussion held.

30-minute break - if at all possible, really give the people this amount of time. Breaks of only 15 minutes are not long enough to unhook from the content or even for dealing with bodily needs. People often take longer than that, come into the second half of the time late and feeling guilty.

TIME	ACTIVITY	LEADER BEHAVIOR
10 min.	Going over the inquiry areas and questions for the assessment.	Hand out copies of the list of inquiry areas and questions Resource #5. Go through the list and answer any questions about clarity which people might have. Don't spend much time trying to get everyone crystal clear. Invite the people to go with the understandings they have. Note that the questions will not apply equally across the departments and programs of the institutions. That is okay!
10 min.	Introducing the work of the small group.	Hand out resource #8 which is several sheets listing the courses/programs of the institution. We are going to record our guesses or, for some of the people, actual information about the extent to which these courses/programs focus on these six areas of inquiry. Tell the group that our intuitions are sometimes more accurate than we think. In this part of the session we are going to put down our intuitions about what we think is being taught in the various courses/activities of the departments/programs of the institution. This work will be used as a way of cross-checking the work of the Survey Team in the next portion of the assessment process. Divide the group into groups of 6-12 people, not necessarily the same groups as in the first part of the session. Ask each group to begin on a different page of the course/program list in order that there is coverage of the whole.
35 min.	Working in small groups.	In the small group, ask each person to start at a different place in the set of pages assigned to the group and continue to work as far as they can. In that way, at least two people will work through each part of the checksheet. Spend about 15 minutes in working individually with each ranking their own guess or assessment of the extent of focus on the inquiry areas in the courses/programs listed. Then take the other 20 minutes to share in the group and talk through the ranking which will have been done.

TIME	ACTIVITY	LEADER BEHAVIOR
15 min.	Sharing small group work	Ask each group to share one course/program which was surprising to them. What inquiry areas are most evident in the guesses of people in which departments/courses/programs?
20 min.	Sharing next steps and renewing commitment	Say something like: We have been working together on the two dimensions of the process - goals and intentions for the courses and the inquiry areas about which we are raising questions.

No single piece of "evidence" about what we teach is sufficient. We need to have many pieces together to make a whole picture.

The people of the Survey Team will be using some of these sources of information:
- course syllabi - reading and course requirements
- faculty lectures
- exams -- questions and standards for grading
- faculty beliefs
- student reports about what they learned
- faculty publications
- faculty and student research projects

After the Survey Team has done its work, the Leadership Team will prepare a preliminary report which will be the basis for Colloquium III.

Invite participants to comment on the process thus far:
--What are we learning?
--What are any problems we see or anticipate?
--What are some of the presuppositions of the process, as you have experienced it thus far?
--What benefits can we already identify?

If appropriate, ask for renewal of commitment to the process by those participating.

COURSE LIST CHECKSHEET

Task: To check which inquiry areas are assumed to be most present in which courses/activities as a preliminary assessment.

[A blank form which can be photocopied is provided as the next page.]

Process: Rank from 4-0 your understanding of the priority rating of each of the six inquiry areas in the course listed -
4=very high priority; 3=high; 2=some concern; 1=little concern; 0=no concern

A. INTERNATIONAL CONFLICT	B. ROLE OF THE USA IN WORLD AFFAIRS	C. OTHER CULTURES AND PEOPLE	D. THE FUTURE AND CHANGE	E. MEANS OF CONDUCTING CONFLICT	F. STUDENTS' CAPACITY TO ACT	Course title and number
						RELIGION 131 - Chinese Religious Tradition, Swanger
						RELIGION 179 - Global Issues & World Churches, Copeland
						PHYSICS 100 - Electrons, Atoms, Stars
						POL.SCIENCE 300 - Political Philosophy, Buscemi

This portion of this checksheet should be filled in with department and course titles and teacher before Colloquium II, like this:

NOTE: THIS CHART WAS ADAPTED FROM ONE CREATED BY CHARLES CHATFIELD AND WARREN COPELAND AT WITTENBERG COLLEGE, SPRINGFIELD, OHIO

COURSE LIST CHECKSHEET

Process: Rank from 4-0 your understanding of the priority rating of each of the six inquiry areas in the course listed -
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A. INTERNATIONAL CONFLICT	B. ROLE OF THE USA IN WORLD AFFAIRS	C. OTHER CULTURES AND PEOPLE	D. THE FUTURE AND CHANGE	E. MEANS OF CONDUCTING CONFLICT	F. STUDENTS' CAPACITY TO ACT	Course title and number

BASIC QUESTIONS TO BE ASKED WITH SUB-QUESTIONS

A. WHAT IS TAUGHT OR PRESUPPOSED ABOUT THE NATURE, SOURCES, AND RESOLUTION OF INTERNATIONAL CONFLICT, AND ABOUT THE MEANS BY WHICH IT CAN OR SHOULD BE CONDUCTED?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #10]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. Which departments "should" offer courses or parts of courses in this area?
4. Do war, peace and international conflict appear in areas such as literature, psychology, business, mathematics, the sciences?
5. In fields in which war, peace and international conflict are normally discussed such as political science and history...
   a. are diverse points of view presented?
   b. what, if any, perspective or interpretation dominates?
   c. are alternatives to war, or proposals for ending or avoiding war, explored?
6. How satisfactory is the teaching about international conflict?

B. WHAT KNOWLEDGE, ATTITUDES AND SKILLS ARE OFFERED CONCERNING THE UNITED STATES ACTING IN WORLD AFFAIRS -- ESPECIALLY, AS A CONTRIBUTOR TO WAR OR PEACE?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #10]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. Which departments should add courses or otherwise increase their attention to the role played by the USA in world affairs?
4. When the role of the USA is studied, how is it interpreted? Are diverse perspectives explored? If not, what perspective dominates?
5. How are citizens and organizations viewed in USA politics?
6. Are politics and culture of the USA viewed in isoaltion from, or integrated with, the rest of the world?
7. How satisfactory is the teaching about the role of the USA in the world?

C. WHAT KNOWLEDGE, ATTITUDES AND SKILLS ARE OFFERED TO HELP STUDENTS UNDERSTAND OTHER CULTURES AND RELATE TO PEOPLE OF OTHER CULTURES?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #11]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. Which disciplines or programs would be enriched by more attention to other cultures?
4. How and to what extent is the examination of other cultures related to international conflict...a. explicitly? b. implicitly?
5. Which positive and negative valuations are attached to the descriptions or interpretations of other cultures?
6. How satisfactory is the teaching about other cultures and people?

D. HOW ARE THE FUTURE, ITS RELATIONSHIP TO THE PAST, AND THE NATURE OF SOCIAL AND HISTORICAL CHANGE INTERPRETED? ARE THESE CONCEPTS DEALT WITH AS MATTERS OF FACT (knowledge), ATTITUDES AND VALUES, AND/OR THE PRACTICAL CAPACITIES TO ACT FOR CHANGE?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #10]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. What perspectives are evident in the departments and in the school as a whole? Which, if any, is dominant?
4. In the disciplines such as social sciences that deal most specifically with war and peace, how are the causes of war explored? Are those causes presented as amenable to change?
5. In what ways is social change as an individual concern for action presented?
6. How satisfactory is the education about change and inevitability, particularly in relation to war, peace, and world affairs?

E. WHAT ATTITUDES AND VALUES ABOUT THE MEANS OF CONDUCTING CONFLICT, BOTH DOMESTICALLY AND INTERNATIONALLY ARE PROMOTED?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #10]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. In what ways are these values explored in general or abstract terms (violence, persuastion, law, politics, force, etc.)? What perspective is dominant, if any?
4. How are values at stake in concrete situations and problems explored (particular wars, national policies, personal choices about registration or military service,etc.)?
5. How satisfactory are these affective dimensions of the education process?

F. IN WHAT WAYS ARE THE CAPACITIES OF STUDENTS ENHANCED SO IN RESPECT TO WAR, PEACE AND WORLD AFFAIRS, THEY WILL ACT AS CITIZENS, PARTICIPATE IN INSTITUTIONS, AND COPE AS INDIVIDUAL HUMAN BEINGS?

1. What departments and programs...
   a. intend to teach in this area? [see Worksheet #10]
   b. actually offer courses and programs in this area? [see Worksheet #11]
2. What discrepancies, if any, are there between goals(1a) and results(1b)?
3. In what ways is the teaching intended to develop intellectual skills needed now and later in life (the ability to learn, make judgments, be persuasive)?
4. How are students taught or helped to acquire the practical skills needed to be effective both as citizens and as workers in influencing issues of war, peace and world affairs?
5. How satisfactory are the practical dimensions of education?

GOALS WORKSHEET FOR INQUIRY AREAS

name of survey team member _____ department/program _____

The following information can be answered in part by referring to Resource #6.
A complete statement of the inquiry areas below is on Resource #9.
The following goals apply to:

_____A. International conflict
_____B. Role of USA in world affairs
_____C. Other cultures and people
_____D. The future and change
_____E. Means of conducting conflict
_____F. Students' capacity to act

COGNITIVE	What KNOWLEDGE are students(participants) expected to gain?
AFFECTIVE	What ATTITUDES are expected to develop?
PRACTICAL	What SKILLS are they expected to be able to do?

COURSE/ACTIVITY CONTENT

name of survey team member

department/program

course/activity

Complete one of these sheets for each course listed on Resource #8 (except those courses that were given all 0's!)
Briefly describe the content, identify the inquiry area and the source of your information.
In the first column, put the letter A-F of the inquiry area and the rating 1-4 given on Resource #8

Inquiry And Rating	Content that bears on that inquiry area	Sources: course syllabus, faculty interview, student interview,etc.

INFORMAL/OCCASIONAL CONTRIBUTIONS

name of survey team member _____ department/program _____

name of activity/event(e.g.college paper, honorary degrees granted, informal gatherings, etc.

Briefly describe the content, identify the inquiry area and the source of your information.
In the first column, put the letter A-F of the inquiry area and the rating 1-4 given on Resource #8

Inquiry And Rating	Content that bears on that inquiry area	Sources: activity/ event description, faculty interview, student interview,etc.

COLLOQUIUM III

This session(sessions) provides an opportunity for people to share the preliminary results of their efforts and to discuss and refine the final report.

ASSUMPTIONS AND IMPLICATIONS:
1. People need to release their feelings before being able to do further work SO opportunity is provided for this at the beginning of this session. **(Note: a case could be made for moving this further down in the session - maybe before the last section.)**
2. Further action or carrying out of recommendations depends on the investment of those who will be involved in that work SO opportunity to shape the final report and the recommendations is provided.

OBJECTIVES:
By the end of this session, participants will have...
1. Shared, reviewed and discussed the work of the Survey Team.
2. Agreed upon an integrated, comprehensive picture (or statement) of what the institution teaches about war, peace, conflict and change. The picture includes the diversity, contradictions, and gaps -- not just the parts which fit neatly together.
3. Evaluated the extent to which they are satisfied with the extent and quality of teaching about war, peace, conflict and change.
4. Recommended improvements (or a process by which improvements can be created) as well as taking note of strengths and plans to maintain them.

PREPARATION BY THE LEADERSHIP GROUP:
1. Provide all participants with all the essays, data sheets and a draft of the final report. Provide these well in advance of the Colloquium and persuade people that it is really important for them to read this information. Recognize that this may amount to several hundred pages.
2. Prepare a master chart for the whole institution showing which courses and programs address which of the six questions and which are cognitive, affective or practical in nature. This could be an expanded version of Resource #8.
3. Prepare the draft of the final report. See Resource 3-A for suggestions about content and form of the final report. This is a major undertaking. Be sure to allow enough time. Divide the work into parts that can be accomplished. Help each other and see it through to the end!

SCHEDULE:
Four 90-minute sessions

PROPOSED PROCESS:

TIME	ACTIVITY	LEADER BEHAVIOR
20 min.	Welcome and orientation	Express thanks for those who helped with the process. Report on how many cooperated, how much has been accomplished, etc. If possible, arrange to have greetings brought to this session from the President, Provost, Dean or other person from administration. State the expectations and hopes of this Colloquium. Respond to questions and comments about the Colloquium and about the project.
40 min.	Dealing with feelings	In small groups of no more than 8 people, ask each person to write on a piece of paper: --one thing that surprised me --one thing that angered me --one thing that disappointed me --one thing that pleased me Discuss these, being sure that each person has a chance to contribute at least one item to the conversation. Identify one or two points -- good or bad -- that people consider among the most significant findings of the inquiry -- for sharing in the whole group.
30 min.	Sharing from small groups.	Hear reports and discuss.
BREAK OF AT LEAST 30 MINUTES.		
		THE FINDINGS
30 min.	Hearing report	The Leadership Team makes its presentation -- its overview and interpretation of the Survey Team's essays and data sheets. This would be the part of the draft of the final report called "The findings."
30 min.	Responding to the report	In small groups - perhaps the same ones as the earlier ones, discuss reactions to the presentation. Identify points of affirmation, correction, objection, and addition to report to the whole group.
30 min.	Hearing small group reports	Hear reports from small groups, noting on newsprint or in some other way, the points shared. Include a statement from the Leadership Team about how they intend to modify their Findings section to include or deal with any proposed changes.
BREAK OF AT LEAST 30 MINUTES.		

THE RECOMMENDATIONS

TIME	ACTIVITY	LEADER BEHAVIOR
30 min.	Hearing report	Leadership Team presents the section of its draft of the final report called THE RECOMMENDATIONS.
30 min.	Responding to the report	In small groups - perhaps the same ones as the earlier ones, discuss reactions to the presentation. Identify points of affirmation, correction, objection, and addition to report to the whole group.
30 min.	Hearing small group reports	Hear reports from small groups, noting on newsprint or in some other way, the points shared. Include a statement from the Leadership Team about how they intend to modify their Findings section to include or deal with any proposed changes.

THE FINAL SECTION OF THIS MAY NEED TO BE SCHEDULED AFTER A TIME SUFFICIENT FOR THE LEADERSHIP TEAM TO INCORPORATE PROPOSED CHANGES INTO THE REPORT.

The aim of the final 90-minute section of the Colloquium is to build agreement on:

1. A self-understanding of the institution's current way of teaching about war, peace, conflict and change.

2. An assessment of the stengths and weaknesses of this way of teaching.

3. A set of objectives and/or a process for what to do next.

4. Affirmation on the importance of trying.

If possible, the presentation of the Leadership Team should provide a basis for this. Action by the Colloquium could then be in the form of affirmation or modification of the Leadership Team's work.

Also, quite a bit depends on the nature of the recommendations -- whose agreement is needed, how controversial, the timeline needed for implementation, etc.

NOTE: It would be possible to do the above in two 90-minute sections by having the sections on findings and recommendations on one date and the feelings and agreement sections on another one.